Name of Provider: BIMM Limited
UKPRN: 10037544

TEF Year Four provider submission

Provider Context

BIMM Limited is the wholly-owned subsidiary of BIMM TopCo Limited designated for student finance by the Department for Education and operates as a single institution, the British and Irish Modern Music (BIMM) Institute, with five colleges in England: BIMM Institute Brighton; BIMM Institute Bristol; BIMM Institute London; BIMM Institute Manchester and BIMM Institute Birmingham. BIMM Institute was founded by professionals from the music industry who could see a need for practice based courses in popular music that also provided students with the transferable skills required by the wider creative industries. BIMM Institute's distinctive offer to students is that of a vocationally relevant learning environment that immerses students in the regional and national creative industries through contact with staff and tutors who are deeply connected to those industries, and who are also qualified and experienced as practitioners, academics and educators. BIMM Institute offers undergraduate courses in: music performance; songwriting, music business, event management, music journalism, music production, performing arts and two Postgraduate Certificate's in Learning and Teaching.

BIMM Institute can trace its origins to 1983 when BIMM Institute London was founded as a specialist drum school in Acton, West London. The school evolved into Tech Music School expanding its curriculum to include vocals, guitar and bass guitar, and offering its first Higher Education (HE) courses in popular music performance in 1995 in partnership with Thames Valley University (now the University of West London), thereby making it the first and longest established provider of HE popular music courses in the UK. BIMM was established in 2001 as the Brighton Institute of Modern Music and offered its first HE courses in popular music performance in 2002 in partnership with the University of Sussex. A second college, now BIMM Institute Bristol, opened in 2008. In 2010, BIMM acquired Tech Music School to create the British and Irish Modern Music (BIMM) Institute and subsequently opened colleges in Dublin (2011), Manchester (2013), Berlin (2015) and Birmingham (2017). The wider BIMM Institute also includes BIMM Institute Dublin, BIMM Institute Berlin and from 2019-20 BIMM Institute Hamburg. In 2017-18, BIMM Institute broadened its curriculum offer to include performing arts with the establishment of the Brighton Institute for Contemporary Theatre Training (BRICTT), espousing the same principles of industry-led creative training.

Strategic and operational management is dealt with respectively by the BIMM TopCo Limited Board and the Executive Management Group (EMG) and its main sub-committee the Senior Management Group (SMG). Responsibility for academic strategy and management is delegated by the BIMM TopCo Limited Board to its sub-committee the BIMM Institute Academic Board, which meets at least three times a year and reports to the BIMM TopCo Limited Board through its minutes. The Academic Board has three principal subcommittees:

- Learning, Teaching and Enhancement Committee (LTEC).
- Quality Assurance Committee (QAC).
- Research and Enterprise Committee (REC).

The aims of the BIMM Institute Strategic Plan 2016-17 – 2020/21 are to:

- Enhance its position as the UK and Europe's market leader for popular music education and provide high-quality accessible specialist education for students whose primary goal is to have a sustainable career in the music and wider creative industries.
- Gain Taught Degree Awarding Powers and University Title.
- Place students at the centre of everything it does and engage the student voice at all levels of decision making to enhance the quality of the student experience.
- Be innovative in its approach to excellence in learning and teaching.
- Improve student progression and achievement rates.
- Expand its connectivity with the music and wider creative arts industries to enhance the student experience.

Culture and Ethos

We believe that the development of identity, creativity and imagination are fundamental to success in the creative arts, and that being creative requires risk-taking, collaboration, determination and the development of resilience through the experience of both success and failure. Moreover, we believe that our students should be provided with opportunities to develop the skills of communication, emotional intelligence, and team work that underpin effective continuous development of their creative practice. In addition, we work together to nurture resilience and promote wellbeing amongst all members of our community. Our ethos is student centered with our students being partners in the development and quality assurance of the curriculum and the resources that support its delivery. For example, we include student representatives on all of our key academic committees at college and group level and students/alumni are recruited and trained as full members of course approval and student experience review panels. In this way, we effectively engage our students as agents for change, ensuring that their voices are heard, responded to and acted upon.

BIMM Institute is strongly connected with the creative industries it serves: through our staff who all have significant relevant and contemporary experience as practitioners; through our institutional commitment to industry engagement by using industry colleagues to deliver workshops and masterclasses, recognised as a key strength of our provision by the QAA;[1] through our establishment of a standing Industry Advisory Panel (IAP) reporting to our governing body in addition to our use of subject based IAPs to advise us on course development and through our wide range of industry connections used to provide work placements and internships. Overall 66% of applicants considered that our connections within the creative industries and employment potential were the most important factors in their choice to study at BIMM Institute.[2]

Our colleges are located in cities where there is a strong artistic heritage and a vibrant and diverse creative community that can provide opportunities for students to engage with the music and wider creative industries. We employ 349 academic staff across our five UK colleges. Our colleges are equipped to high specifications and provide first-class music and creative arts learning and teaching facilities furnished with industry-standard equipment. Our alumni work across all fields of the creative industries in promotion, publishing, live sound and tour production, events management, and most notably the creative arena of songwriting and performance.

Recent alumni who have enjoyed critical acclaim and significant success in the music industry include: Tom Odell (winner of the 2013 Critics' Choice BRIT Award and was *Songwriter of the Year* at the Ivor Novello wards in 2014), George Ezra (winner of the 2015 YouTube Music Awards), James Bay (winner of the 2015 Critics' Choice BRIT Award and has to date been nominated for 3 Grammys and 4 BRIT awards), Izzy Bizu (winner of the 2016 BBC Introducing Award), Ella Mai nominated for 2018 Grammy Award *Song of the Year* category, Izzie Walsh (winner of two awards from the British Country Music Association 2018), Felix Shepherd (*Rising Star* at the Birmingham Music Awards 2018) – who is also managed by BIMM Institute Music Business BA student Jade Sewell.

However, although this level of recognition is something to celebrate, our priority is to ensure that all our students are equipped to pursue sustainable careers within the creative industries. Our alumni have secured highly skilled employment in a number of other fields within the creative arts examples including: James Garzke (Bryan Ferry's Sound Engineer) Jules Gulon (Assistant Sound Engineer Pierce Entertainment); Jamie Skinner (Music PR Executive at LD Communications); Natasha Bent (Booking Agent at the Coda Music Agency); Sara Meneghini (Music Publisher at BMG Publishing); Coco Leaman (A&R Executive at Kerry Gordy Enterprises); Matt Walker (Closer Artists Management), Josh Ledger (Booking Agent at United Talent Agency); Loki Lillistone (Promoter and co-founder at Fear of Fiction); Ellie Sorensen (Publicist at Badge of Friendship); James Meadows (Marketing Manager BMG); Jordan Whitmore (A&R Executive at Atlantic Records); Amelia Cesar-Homeden (Big Life Management); Napsugar Bardocz (Co-ordinator at the European Guild of Music Supervisors); Josh Harrison (Music Producer: Brighton Electric Studios); Naomi Bressani (Digital Marketing: Republic of Music); Sam Fuller (Freelance Film & TV Composer); Matt Johnson (Trumpet Player: Black Foxxes); Nikki Camilleri (A&R/Label Manager: Believe UK);

[1] QAA HER Report 2016.
[2] BIMM Institute Student Enrolment Survey 2017-18 (75% response rate from all new entrants).

Peter Jonason (Focusrite/Novation); Isabel Torres (Guitarist in Declan McKenna's band); Emmanuel Mathews (Universal Music); Lei Jannings (Managing Director: 1990 Club); Elli Brazzill (Warners Music); three BIMM Manchester Students formed the band: *Working Men's Club* (signed to Melodic Records); Caitlin Buller (Think Social PR); Nathan Stone (Creative Director at MJR). These examples underline our success in providing students with the skills and knowledge valued by employers in the creative industries.

The Context for our Metrics

The current landscape in post-compulsory education has seen a remarkable level of structural change: at macro level the removal of student number controls; the introduction of new primary legislation governing the sector (HERA); changes to student funding and a UK wide dip in the number of young people coming into HE has had significant impact on all providers and particularly on those operating in the creative arts as the government has made science, technology, engineering and mathematics (STEM) subjects a priority. Furthermore, government reforms in the compulsory education sector have begun to affect the pipeline in the creative arts and this is likely to have a long-lasting effect on student numbers in the subject than the more temporary demographic decline. However, despite significant challenges BIMM Institute has maintained its market share and position as a leading provider in music education and the wider creative industries. We also provide value for money to our students with loan funding currently restricted to £6,165 per annum in comparison to the sector norm of £9,250.

We currently have 4,908 HE students a decrease of 4.7% on 2017-18 academic year (5,148).[3] 2017-18 student numbers saw an increase of 5.1% over the previous year, but for 2018-2019 entry we saw a 9% decrease in applications in comparison to 2017-18.[4] UCAS data recorded an overall 5.1% decrease in creative arts applications and 2.1% decrease in acceptances in 2017-18 and it is expected that this decline will continue with numbers for 2018-19. All students on BIMM Institute HE courses are full time and the majority of students are under 21. International student numbers are also relatively low at around 3%. Our student demographic profile remains broadly the same for the 2017 and 2018 TEF metrics.

In addition, to the factors outlined above the sector is also facing a significant rise in the number of students reporting mental health and wellbeing issues at a time when government frontline services have declined placing an additional burden on the sector to support students with mental health issues. We are committed to support all of our students and we have recently begun work to prioritise this area of support including the appointment of a group wide co-ordinator for mental health and student wellbeing. BIMM Institute has also risen to the challenge of operating in a more strictly regulated environment including the increasingly metrics based approach to quality assessment. At the institutional level we continue to diversify our portfolio and refresh our academic offer, with work underway to expand into cogent subject areas such as performing arts, digital media and taught postgraduate provision. As we do this, we are also beginning to build a credible and sustainable practice-led research culture for staff and students.

We are unusual within the HE sector in terms of being a highly distributed organisation with seven colleges in three countries across the UK and the rest of Europe and five colleges within the UK with the furthest north in Manchester and the furthest south in Brighton. This geographical distribution presents a number of practical and cultural challenges. The differences between our colleges is borne out in the data that underlies the TEF, for example at BIMM Institute Bristol the *teaching on my course* score for the NSS in 2017 was 80.8% against a benchmark of 84% (3.2 percentage points below benchmark in comparison to our institutional metric of 11.1 points below benchmark, a positive difference of 7.9 points) and for BIMM Institute Brighton in 2018 *academic support* returned a metric of 80.1% against a benchmark of 81.3% (1.2 points below benchmark compared to an institutional metric 8.4 points below benchmark, a positive difference of 7.2 points). It appears that the regional context of our colleges may be a factor in student satisfaction with colleges in the south of the UK returning higher overall NSS scores ranging from the mid-seventies to the low sixties, whilst our Manchester college overall NSS metric currently sits at 55.1%. It is also worth noting here that the TEF Provider Data Maps are irrelevant as they are based on the assumption that all our students are studying in Brighton (the location of our company registration).

[3] BIMM Institute QAA Data Returns 2017 and 2018.
[4] BIMM Institute Applications Data 2017 and 2018.

Overall NSS satisfaction for BIMM Institute has improved from 60% to 64.3% over the last three years: an increase of 4.3 percentage points or 7.23%.[5] Our own most recent (2017-18) Module Evaluation Surveys returned an overall satisfaction score of 85.7%.[6] We believe that the timing of the NSS is particular factor here in terms of the difference between the two surveys (we run some of our module surveys earlier in the year than the NSS).

The factors that applicants to BIMM Institute rank most highly when choosing to study with us are: Industry connections; employment potential; opportunities for professional practice or performance; college locations; the success of our alumni and the professional profiles of our tutors. 81% of applicants hear about BIMM Institute through three key communication channels: word of mouth through friends and family (35%); web searches and social media (26%) and college or school visits by BIMM Institute (20%).[7]

The single most sustained challenge for BIMM Institute is that of improving student continuation rates. Our continuation/retention rate has been a recognised weakness over recent years, but we are now beginning to see some significant improvements through the implementation of a number of evidence-based actions in response to our National Student Survey (NSS) results and the implementation of our Learning and Teaching Enhancement Plan (LTEP). Our continuation data demonstrates an overall improvement in continuation over the reporting period with TEF4 continuation at 84.8% against a benchmark of 89.6% indicating an improvement over TEF3 metrics of 1.2 percentage points or 20.7%. It is also worth noting that continuation for Black and Minority Ethnic (BME) students is 6.8 percentage points above benchmark. Overall progression rates indicate steady incremental improvement as summarised in the table below.[8]

Academic year:	15/16	16/17
Year 1 to 2 progression:	73.4%	74.7%
Year 2 to 3 progression:	80%	84.2%

In order to continue to effectively address retention and progression in 2017-18 we took part in an Advance HE/HEA Collaborative Retention Project.[9] This project has provided us with invaluable insights into the factors that lie behind poor student retention: based both on empirical research from the sector and data from our own institutions. We also had the opportunity to draw on the expertise at Advance HE, who have been working in this field for some time and the combined accumulated knowledge and experience of what works from the other eight participating Higher Education Institutions (HEIs) in the project. This year-long project has given us a strong evidence-informed foundation on which to make recommendations that form a draft Retention and Achievement Strategy, the implementation of which will be overseen by a working group drawn from across the institution and reporting to LTEC.

A key aim of our Retention and Achievement Strategy is to improve continuation rates. We will do this by ensuring that students and staff become part of an effective and diverse community of practice that promotes success through self-reflection wellbeing and resilience, orientating them to both the academic and social aspects of BIMM Institute. We will also ensure that we are able to make better risk based interventions by procuring and establishing and effective and integrated Learning Analytics software solution (JISC's Learner Analytics system will come online at BIMM Institute from 2018-19). Moreover, we will aid staff to more effectively provide academic support and students to reflect on and take responsibility for their learning, making more effective use of existing academic support and guidance (whilst looking at how we might wish to develop academic support and guidance long-term). Furthermore, we will ensure that students are engaged and supported in a proactive and timely way, ensuring that the structural opportunities provided for learning including: contact hours, class sizes, teaching modes and student timetables are student centered and promote learning. In addition, we will increase our focus on ensuring that curriculum development activity, provides students with relevant opportunities for flexible, inclusive and personalised learning and that assessment and feedback for learning promotes student engagement. And finally, we will ensure we are supporting student transitions through better understanding of student expectations of their

[5] BIMM Institute NSS data 2017 and 2018.
[6] BIMM Institute Module Evaluation Survey: KPI Analysis 2018.
[7] BIMM Institute Student Enrolment Survey 2017-18 (75% response rate from all new entrants).
[8] BIMM Institute QAA Data return 2018.
[9] HEA Collaborative Retention Report 2018.

Higher Education journey and by re-evaluating current BIMM Institute approaches to attendance and engagement to ensure that they work in the best interests of students and the institution.

Teaching Quality

The aims of our Learning and Teaching Strategy have been developed to align with the practices and guiding principles of the QAA UK Quality Code for Higher Education and Advance HE's Professional Standards Framework (UKPSF) in order to articulate and implement a strategic approach to learning and teaching and promote a shared understanding of this approach among staff, students and other stakeholders. We do this by ensuring that courses are well designed (and test this through engagements with our university partners, externals and industry) and that learning, teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes.

We believe that it is vital that learning and teaching practices are informed by: reflection, evaluation of professional evidence-based practice, subject-specific and educational scholarship and that students are actively engaged individually and collectively, in the quality assurance of their educational experience and its ongoing development and enhancement. We achieve this by ensuring that everyone involved in facilitating learning and teaching or supporting student learning is appropriately qualified, supported and developed and by engaging students in our development of policy, practice and our curriculum by including students on review and approval panels and enabling panels to meet with students and recent graduates during review and approval events.

We ensure that every student is provided with clear and current information that specifies the learning opportunities and support available to them and we have put a great deal of effort into ensuring this is the case, through: ensuring that our website and prospectus are accurate and up-to-date; aligning our provision of pre-contract and contract information for applications with the expectations of the Consumer Rights Act and related Competition and Markets Authority guidance; by revising the design of course related materials and our Moodle based VLE and in providing new course specific blended learning resources such as e-books.

As an integral part of our Learning and Teaching Strategy our Institute wide Learning, Teaching & Enhancement Plan (LTEP) sets out the direction for successfully supporting the achievement of our strategic aims. The current goals for the period 2017-2020 are: to develop approaches to assessment and feedback, to support students in taking effective and self-aware approaches to development of academic, practical, cognitive and personal skills throughout their studies and ensure that BIMM Institute students possess graduate attributes which Higher Education aims to provide; to make effective use of appropriate technology to enhance learning both inside and outside of the classroom, to ensure that student learning environments are appropriately flexible and to establish and maintain active, student-centred learning environments which prioritise visible learning.

In order to evaluate the success of this strategy we have defined impact in terms of: process, systems, structures, policy and culture and will use these definitions to measure what is working, what else we can do, what needs to change, and our next steps. We are confident that this approach has already produced marked improvements in satisfaction with assessment and feedback, academic support and continuation rates as noted above.[10] [11]

Comparing TEF3 with TEF4 we have maintained our performance in student satisfaction with teaching quality at a disappointing 11.1% below Benchmark (a 0.1 percentage point improvement over 2017 or 0.75%). We recognise and accept that we are still significantly short of where we should be, and teaching quality continues to be an institutional priority. The initial results from our current Academic Development and Quality Assurance (ADQA) review of learning and teaching at each of our colleges indicates that it is consistency of the classroom experience that is a key issue, with some classes being excellent at every college and a small number being clearly below the expected standard. The actions that will come out of this review will allow colleges to focus on local issues, whilst institutionally we address some of the more generic problems identified, such as tutor preparation and active learning. To support our aims, we have begun work

[10] BIMM Institute NSS data 2017 and 2018.
[11] BIMM Institute QAA Annual Monitoring Report 2018.

on the design of a metrics based approach to monitoring the quality of learning and teaching which would bring together outputs from our enhancement led Teaching Observation Scheme with existing Module level data (In a single electronic dashboard) to allow colleges to regularly review performance at module level utilising a risk-based methodology that establishes key performance indicators and uses a traffic light system to flag risk.[12]

Feedback (TQ4)

Our approach to assessment is that it is a tool for learning rather than an end in itself, assessment and feedback enable learning through an approach that allows for reflection and dialogue, developing meta-cognition (awareness of one own thought processes and motivations/preferences in the context of learning) and recognising the shared responsibility of students and teachers in the process of giving, receiving and using feedback.[13] Moreover, Learning, teaching and assessment should be informed by both research and practice and draw on innovation in pedagogical research and practice including the incorporation of appropriate learning technologies. We do this through the implementation of our Learning and Teaching Strategy as discussed above, which is explicitly linked to current scholarship and practice, within and without BIMM Institute. For example, in 2017-18 we funded a member of teaching staff to complete an online songwriting project, which allowed him work collaboratively with his students in a way that mitigated against some of the issues of confidence and effective peer feedback that occur in the classroom and has led to a positive impact on teaching this subject. This action research project will be disseminated more widely through a series of videos. For the current academic year, we have three new action research projects underway: the first looking at student anxiety and wellbeing; the second at using video resources to support delivery in cultural studies modules and the third investigating approaches to performance pedagogy and feedback.

Our NSS metrics for assessment and feedback have improved from 56.8% in 2017 to 62.3% in 2018 which is an increase in satisfaction of 5.5 percentage points or 9.7% over the 3 year period. Students have also registered more positive responses to the NSS question, *the criteria used in marking have been clear in advance*, with a 4 percentage point improvement in this measure between 2017 and 2018. Moreover, student responses to the question, *feedback on my work has been timely* have also improved by 14 percentage points over the same period. Furthermore, responses to the questions concerning Academic Support have also improved from 69.8% to 74.3%: an increase of 4.3 percentage points or 6.5% over the 3 year period. Moreover, responses to the question, *I have received sufficient advice and guidance in relation to my course* have improved by 2 percentage points between 2017 and 2018. In addition, our metrics demonstrate that satisfaction has improved for specific student groupings with notable improvements in the NSS assessment and feedback and academic support metrics for POLAR and IMD 1&2, BME and female students (where satisfaction with teaching has also increased by 1.5 percentage points). We believe that these improvements are directly linked to the enhancement work we have done and that our renewed efforts in these areas will continue to produce tangible results.

In the current year we are building on the work we have done to improve assessment literacy with further work to engage with students on how they use tutor and peer feedback constructively and effectively (using the Developing Engagement with Feedback Toolkit developed by Winstone and Nash for the HEA). In addition, we have extended the use of categorical marking to all levels from 2018-19 following a successful trial in 2017-18 at level four, which was well received by both staff and students. Our metrics also indicate some particular areas for additional focus with POLAR 1&2 students teaching satisfaction rating falling by 3.3 percentage points and disabled students by 3.2 percentage points and these will be factors that we will take into consideration as we begin work to implement our Retention and Achievement Strategy.

Student Engagement (TQ1) and Rigour and Stretch (TQ3)

BIMM Institute is dedicated to improving student engagement through providing personalised and vocationally focussed education. We recognise that knowledge, understanding and learning are socially constructed within learning communities where staff and students become partners as co-creators of

[12] Learning and Teaching Quality Review Scheme Proposal 2018.
[13] BIMM Institute Learning and Teaching Strategy 2018.

understanding and co-producers of learning. A learning community should be a safe space for challenge and transformation where every individual is valued and respected. Our approach to learning and teaching supports a culture of active engaged students, both inside and outside of BIMM Institute.

We connect our students with the creative industries and the provision of opportunities such as work placements, internships and Work Based Learning. The effectiveness of our approach to engaging our students is consistently recognised as a major strength by our university partners.[14] [15] A further example of how we have responded to student needs, whilst enriching their educational experience is the provision of *BIMM Extra*: these are non-credit bearing timetabled classes that operate outside of the curriculum to explore areas of student interest such as: public speaking and debating; DJ skills; public relations for performers; choirs; instrumental and music technology lessons for beginners; backing vocals; jazz improvisation; samba etc. This program is updated annually in response to student feedback and provides opportunities for enrichment and networking across subjects and courses.

BIMM Institute ensures that students are further engaged by direct contact with the creative industries through an annual programme of guest presentations and masterclasses from visiting industry professionals at each BIMM Institute college. The QAA HER 2016 review team commended us for 'the use of music industry professionals in providing masterclasses, guest lectures, mentoring and careers advice to support student learning.' In 2017-18 BIMM Institute provided 3,058 experiences of industry engagement (activities such as: Careers Hub events, the production of student promotional videos, attending industry conferences, auditions for external agencies, etc.) 2,403 careers tutorials and 6,531 masterclasses.[16]

We work to develop opportunities for experiential and professionally authentic learning and assessment in our colleges with employers and within our local communities. We support our students to become responsible for their own part in learning through the development of individual confidence and skills of self-reflection and questioning, and we encourage our students to challenge their own and others' pre-conceptions of the world and to develop their own viewpoint.

We have also invested significantly in a further range of institute-wide value-added activities including the provision of college online newsletters, student run record labels, student run conferences and events, Industry Showcases, and additional student performance opportunities on BIMM Institute sponsored stages at music festivals and conferences/events nationwide. In 2017-18, 3,412[17] performances were given by students from UK BIMM Institute colleges and our students consistently cite this aspect of our provision as being a hugely valuable and beneficial part of their experience.

In terms of rigour and stretch for the NSS question, *the course is intellectually stimulating,* we have seen a 3 percentage point improvement between 2017 and 2018. BIMM Institute works closely with its Awarding Institutions to ensure that courses are properly designed and rigorously tested through peer review (including external academic, industry and student input at all stages from design to approval) before they are delivered. We ensure that courses are closely aligned to the FHEQ and that assessment is also specifically aligned to sector benchmarks and industry practice at each level. Differentiation and scaffolding are key considerations in the way we design and deliver the curriculum and we seek to both support student weaknesses whilst also stretching them intellectually and this is confirmed by our external examiners.[18]

We develop our curriculum in a holistic and considered way using graduate attributes and overarching aims that provide direction in the formulation of learning outcomes and learning, teaching and assessment strategies at course level. Furthermore, we actively consult employers and other expert external stakeholders in curriculum development and review. Learning, teaching and assessment are informed by both research and practice and draw on innovation in pedagogical research and practice including the incorporation of appropriate learning technologies. For example, in our recently validated BA Performing

[14] University of West London Validation Report, 2016.
[15] University of Sussex Validation Report, 2017.
[16] Careers and Employability Data Unit-e 2018.
[17] Careers and Employability Data Unit-e 2018.
[18] External Examiner Reports 2018.

Arts and BA Music Journalism courses we have adopted the use of the online portfolio tool Mahara as a platform for synoptic portfolio based assessment.

The BIMM Institute curriculum encourages students to ask deep questions, exploring uncertainty and challenging conventional thinking. For example, alongside discipline based modules students also take modules that explore social, political and cultural themes as they relate to the field of music allowing students to explore their personal, cultural and social identities. Initiatives to support graduate employability are likewise embedded in the curriculum, through the development of key skills including: creativity (through the production and performance of creative artefacts); technological and digital skills (through the application of digital literacy and the development of online professional identities); personal management (through critical self-reflection and personal/professional development); communication and interaction (through team-work and collaboration); entrepreneurship (through the development of personal resilience and understanding of the expectations of the industry they wish to enter). Cultural and international perspectives inform and are made explicit in the curriculum and support students in understanding of diversity and inclusion, and curriculum content challenges cultural bias and stereotyping.

Valuing teaching (TQ2)

BIMM Institute is an organisation where teaching is highly valued and supported. We are committed to the continual enhancement of teaching and learning, for the benefit of both students and staff. We believe that as an educational institution we are best able to achieve this aim if we engage thoughtfully with on-going, iterative cycles of activity and reflection structured as follows: identifying a small number of key development areas, allowing for sustained attention and progress; generating and analysing data to understand fully the current state of play in the identified areas, and to gain a deep understanding of the problems/challenges the institute is currently facing; setting clear, measurable goals for improvement in the identified areas, including both output ('what will we do?') and outcome ('what should this achieve?') goals; designing and carrying out activities to achieve those goals, with clear lines of responsibility and report; and at the same time, designing an evidence-based approach to monitoring and evaluating progress towards achieving the institutes goals, allowing us to adapt and revise actions as necessary.

An integral part of our Learning and Teaching Enhancement Plan is our teaching observation scheme which requires formally recorded observations of the majority of teaching staff each year, which are conducted as a two-stage process consisting of an initial unannounced (A) observation by a senior member of staff and followed up by an announced (B) observation designed to allow the observer to assess individual progress in meeting objectives set after the initial observation. During the 2017-18 academic year 458 observations were completed in our UK colleges, with 88.23% of staff having had an (A) observation and 70.24% of teaching staff having had both (A) and (B) observations.[19] Each college reports on its annual observation scheme and our Associate Dean of Learning and Teaching provides an annual report to LTEC. The following text summarises the findings from reporting conducted during 2017-18:

> Overall, the extent to which observations are stimulating improvements in teaching practice is encouraging, and there is a sense that the developmental nature of observations is being more fully realised year on year. Observation reporting has expressed a greater degree of insight and appreciation for the complex challenges our tutors face when developing their classroom practice. College reports contain an increasing shift in focus towards student learning, and the impact of teaching on student achievement than on tutor behaviour. This indicates that observers are starting to broaden their skills for developmental feedback to drive improvement in teaching practice, and reflection on what is happening for students. There is also a sense that we are moving on from some of the more straightforward issues and themes which featured more significantly in previous years' reporting. There are clearer examples of what the better aspects of practice look like, and where improvement is required there are valuable examples of focused efforts to bring about developmental practice in both the (B) observations and in staff development activities within the colleges.[20]

[19] College Teaching Observation Reports 2017-18.
[20] Annual Report on Teaching Observations to LTEC November 2018.

In order to increase our focus on the enhancement of teaching and learning we have instigated an additional college based management review of Learning and Teaching. The reviews were conducted over a two-day period with a senior member of ADQA and the College Principal conducting the reviews observing a number of taught sessions each day and meeting at the end of the review to agree areas of good practice and areas for improvement at local and group level. Although we are only part way through this review initial findings have picked up on some common issues around preparation of taught sessions and the consistency of a student focussed active approach to learning. The final reporting will feed into LTEC later in the current academic year and inform our enhancement of policy and practice and staff development activities for 2019-20.

One of the recognised strengths of BIMM Institute is our use of industry practitioners to teach as recognised in the recent report from GUILDHE: *Practice-Informed Learning: The Rise of the Dual Professional* which as Professor Joy Carter from the University of Winchester points out in her forward to the report: 'highlights the positive impacts that practice-informed learning models can have for students, by making their work more engaging, challenging them to think in new ways, grounding theoretical understanding in "real-world" contexts, and providing skills and networks that will improve their employment prospects.'

Our use of experienced expert practitioners to teach has been commended through QAA reviews[21] and by our university partners and students in their feedback. It is also notable that HEPI/HEA's 2015 *Student Academic Experience* Survey found that 50% of creative arts and business and management students surveyed valued relevant industry or professional experience as most important in the staff that teach them. However, we recognise that staff new to teaching also require additional support. Previously we have relied on staff enrolling onto our PGCert in Learning and Teaching (Professional Practice) alongside initial induction training for staff at college level to support new teachers. Nonetheless, in order to ensure all staff new to teaching receive a consistent level of support we have introduced a group-wide Introduction to Learning and Teaching in Higher Education (ILTHE) program from the 2018-19 academic year.

Commissioned by LTEC, the ILTHE program covers: effective teaching and learning practice; construction and use of learning outcomes; visible learning; creation of effective learning environments and the tutor-student relationships which underpin these and assessment and feedback practices with a particular focus on exploring how to construct and deliver feedback for individual students, which supports their learning and helps them to improve their performance. The program runs over three full days at each college and is locally delivered but closely supported by staff in ADQA who have developed the curriculum in consultation with college management teams and the Course Leader of our PGCert Learning and Teaching (Professional Practice) course.

Scholarship, Research and Professional Practice (LE2)

Staff are carefully selected, appropriately qualified and supported in developing their expertise and we are committed to the on-going professional development of all staff who support learning. We also work hard to build staff expertise in curriculum design to ensure that we provide accessible, diverse learning opportunities that provide clear paths into employment. For example, we have drawn on research from AdvanceHE/HEA on assessment design to develop staff development materials and sessions.

Over the last two years we have dedicated time and resource to support staff to become fellows of the Higher Education Academy (HEA) a part of AdvanceHE. Our PGCert (Professional Practice) has been accredited at FHEA level since September 2017 and we will see the first cohort graduate with fellowship at the end of the 2018-19 academic year. BIMM Institute allocates significant resource to the PGCert and continuing professional development with a current budget of £140,930 for delivery of the PGCert in 2018-19 on top of staff team salaries. Overall BIMM Institute spent £156,024 on staff development in 2015-16 and this rose to £183,249 In 2016-17 and to £228,063 For 2017-18, with £398,032 budgeted for 2018-19 (representing year on year growth of 75%).

Alongside the accredited route to fellowship through the PGCert we support individual staff with significant experience in teaching and learning to gain HEA fellowship through the experiential route. In 2017-18 we

[21] QAA HER Report January 2016 and Annual Monitoring Visit Report January 2018.

launched a scheme providing support to staff to apply for fellowship including a series of workshops co-hosted with AdvanceHE/HEA and access to individual mentoring. Twelve staff signed up to the scheme in the first year and we are expecting around half of these to complete their applications by March 2019 mostly at SFHEA level. From March 2019 we will start a new cohort of fourteen staff on the scheme with a more compressed time frame aiming for staff to complete within the 2018-19 academic year. The budget for this scheme over the first two years is £18,000. Moreover, this work will build on what we have already achieved in terms of ensuring that the majority of our staff hold a relevant teaching qualification, as reported in last year's TEF3 submission in our most established colleges more than 80% of staff now hold a recognised HE teaching qualification.

We continue to build on the work to develop a credible research culture as noted by the TEF3 panel and this year we have renewed efforts in this area by recruiting an additional external member to our Research and Enterprise Committee, with particular experience of working in a modern teaching focussed university. We have also substantially revised our Research and Enterprise Strategy as follows.

Our ambition is to establish BIMM Institute as a centre of excellence for practice-led creative arts research: maximising possibilities for impact with underpinning research in a number of tightly focussed areas whilst supporting staff to produce and disseminate internationally recognised research outputs. We will build research capacity through the development of postgraduate programmes and training, whilst continuing to support established research active staff. Moreover, we aim to establish a community of enquiry and collaboration that that is accessible, supportive and enabling; embedding research into the curriculum particularly at postgraduate level, whilst working collaboratively with partners in the academy and the creative industries to undertake research which benefits those stakeholders and society more widely.

The initial phase of what will be a long term plan, will look to enhance research capacity through a number of measures including: the establishment of an enhanced research development budget and a post-graduate research centre; the expansion of library and journal resources; the establishment of routes to promotion and reward fort staff; the establishment of research groupings aligned to the Research Excellence Framework (REF) units of submission; the approval of taught master's degrees in Creative Arts Education and Creative Arts Practice; the provision of mentoring, post graduate study support and training for early career researchers and the dissemination of outputs and activity.

Furthermore, we have for the third consecutive year provided bursaries to staff to pursue post-graduate qualifications including Master's degrees and Doctorates. To date 21 staff have been awarded bursaries and we have spent a total of £37,113 with a further £81,024 allocated to fund staff to completion. The budget allocation for new bursaries for 2018-19 is an additional £35,000.

Learning Environment

As a specialist institution providing creative arts education our learning environment is crucial to the successful delivery of our curriculum at each college and requires both significant initial investment and ongoing enhancement and updating in order to ensure that we maintain learning resources and facilities that are accessible, fit for purpose and attractive to students.

Resources (LE1)

Our Learning and Teaching Strategy requires us to ensure that physical, virtual and social learning environments and student support services provide effective educational and developmental opportunities that are: safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use. Moreover, our strategic approach to development and enhancement of the learning environment is driven by three factors: [1]our estates strategy, which is focused on key business objectives including growth; [2]our college enhancement plans, which draw on feedback from staff, students, external examiners and university partners and [3]our engagement with the creative industries through our standing Industry Advisory Panel. This strategic approach ensures that we are engaging all stakeholders in the development and enhancement of the learning environment, whilst also ensuring that we take an overarching view of key institutional priorities for development.

Over the last three years we have also allocated significant resource to the development of our online platforms and provision for blended learning including: a completely re-designed and enhanced Moodle VLE; the purchase and integration of Panopto for audio/video capture; the purchase and integration of Mahara for portfolio assessment; the purchase of a Digital Learning Resources (e-book) platform and the purchase of the JISC Learner Analytics Service. For 2017-18 we allocated over £220,000 to develop additional learning resources and for 2018-19 we have budgeted £257,000 for the purchase and development of blended learning resources.

Across BIMM Institute we have a continuous programme of investment in learning resources both physical and online. In 2016-17 we spent £230,941 on books and journals, in 2017-18 the spend increased to £250,819 and for 2018-19 we have budgeted a spend of £226,500, representing a total outlay of £708,260 over three years. In addition, for the three years from 2015-16 to 2017-18 we have spent £955,432 on online resources including our VLE; £3,195,576 on hardware and software resources and £10,493,825 providing new or enhanced estate. For 2018-19 we have budgeted £335,700 for online resources including the VLE and an additional £949,289 to provide or enhance physical resources including classrooms, study, social and rehearsal/performance spaces.

Each college has an annual allocation of funding to enhance the learning environment. At BIMM Institute London for 2017-18 we increased our external professional music rehearsal provision for students from the 11,800 hours available in 2016-17 to 19,000 hours in 2017-18, we also extended professional recording studio access to all students (an additional 5,000 hours). For the current academic year, we have invested in additional external recording studio provision at a cost of £22,800. In addition, all music software labs were provided with updated and extended software packages and additional hardware controllers and our studio facilities and drum teaching rooms were also upgraded. Furthermore, student social space provision was enhanced by the provision of a student café allowing additional study space to be provided in the existing student common room.

At BIMM Institute Brighton in 2017-18 we instigated an online tutorial booking system, entered a partnership with Hove Library to provide a BIMM Institute reading room and added two additional student study spaces within the college (bringing the total to four) providing students with additional computer workstations and multiple copies of core texts for all courses. Additional external professional rehearsal space was also made available to students and by moving our Further Education provision to a new specialist site we have been able to free up teaching/rehearsal and study space for HE students at the Brighton college. For 2018-19 offsite rehearsal provision has been increased by 50% and offsite professional recording studio access has also been significantly increased at a cost of £32,000. We have also continued to invest significantly in our BRICTT teaching centre delivering performing arts courses in Brighton with additional investment totalling £122,630 in 2017-18.

At BIMM Institute Manchester we have also increased the availability of offsite and onsite rehearsal space and updated software and hardware resources: including the addition of two new computer labs, and a new studio vocal booth. Buildings in Manchester have been extensively refurbished to provide a new student common room and recreational facilities as a response to student feedback and we have added a Careers and Creativity Hub space that provides space for workshops and student association activities including meetings and social/networking events.

At BIMM Institute Bristol for 2017-18 we introduced digital camera equipment for students to use on their projects, upgraded software and hardware in the college IT labs and studios and in response to student and tutor feedback we improved our range of instruments and amplifiers to offer an improved and more varied experience for students. Further enhancements to performance spaces and teaching rooms were made for 2018-19 and substantial additional free onsite and offsite student rehearsal space has been provided.

BIMM Institute Birmingham opened in 2017-18 after a £2.7 million investment to re-furbish the site and fully equip the college for its first cohort of students, and additional enhancements have been made for 2018-19 to provide resources for students and staff as the college grows (the building has additional space available which we will develop and equip through a rolling program of estate development).

Personalised Learning (LE3)

In addition to our work enhancing the resources that support learning and teaching we also continue to reflect on, update and improve our courses. Over the last two years we have implemented a systematic review of our academic credit framework, policy and regulations, with a view to completely revising our academic offer from 2019-20. This work is now entering its final phase with the preparation for approval of a new portfolio of courses at both undergraduate and taught master's levels over the spring and summer of 2018-19. The new courses have been developed in consultation with the industry and will provide a consistent and current offer across all BIMM Institute colleges. We have also responded to feedback from students and staff, resulting in a more personalised approach to our curriculum including the definition of specialist pathways within courses, a greater range of option and elective modules and the flexibility to provide joint honours courses.

Moreover, we have devised a core set of modules that form the spine of the curriculum on all courses and provide support for the development of the key transferable skills valued by employers alongside the acquisition of key academic study and research skills. In addition, we have decided to move away from the three term structure, where most modules were delivered as twenty credit units over thirty weeks employing a 'long thin' approach to a semesterised academic year with most modules being fifteen credits delivered over fifteen weeks. We believe that this change will have a significant impact on both retention and achievement as it will allow us to monitor progress and engagement more effectively. The review of our academic credit framework and regulations has also marked the evolution of BIMM Institute as and academic organisation, as we have in the past been closely tied to the regulatory frameworks of our awarding institutions and while this has provided us with assurance that our approach is in line with sector standards it has also possibly stifled innovation and at times prevented us making changes that would provide a more effective learning experience for our students.

Our work on enhancement at college level, overseen at institutional level by LTEC, has resulted in a number of projects that have had positive impact for students. These projects include: the formation of student associations; the provision of extra curricula classes (*BIMM Extra*); the establishment of Heads of Academic Studies and bespoke study skills support; the provision of additional video resources to students to support flipped teaching approaches; the roll out of Personal Tutor and Peer Mentoring schemes; the revision and standardising of module guides and schemes of work; the provision of reboot sessions in early January for students who disengaged during the first term.

In addition, our Student Services departments have introduced a wide range of initiatives to support students individually and collectively such as: extended induction/enrolment periods with activities and workshops designed to encourage students to meet and make connections, and feel part of the colleges; learning support teams working with closely academic study skills teams to provide targeting support around deadlines and written work; Student Support Officers going into classes to raise profile and encourage engagement with student support services; regular meetings between Student Support Officers and Course Leaders to provide joined up approach to monitoring attendance and engagement, highlighting any emergent issues; student Peer Mentor schemes offering 1:1 and small group support to students requiring help with their studies.

Student Services have also increased activity designed to promote student mental health and wellbeing including: mindfulness and meditation classes; weekly drop in counselling sessions; *BIMM Reach* Student community (run by students to offer peer to peer support to discuss mental health wellbeing with a mechanism to refer to specialist support); increases in counselling support to meet the demand for students; a Week of Wellbeing (with an overarching theme of community, with the aim of enhancing the student, tutor and staff community within the college and outreaching to local external parties to support student mental health); increased professional development for student support and learning support teams (Skills sharing workshops, local NHS courses on drugs/alcohol awareness, mental health and self-esteem training, bereavement support training, ADHD and Autism training, and Suicide awareness training). At institutional level we have appointed a senior member of staff to co-ordinate our approach to mental health across all colleges and this work has begun with the drafting of a mental health strategy that identifies what we are

doing already and aims to consolidate good practice across the institution, whilst identifying our current priorities and planning future action.

Student Outcomes and Learning Gain

While the definition of measures of learning gain is in its infancy in the UK we would subscribe to the HEFCE definition where: 'learning gain' is defined as the "distance travelled", or the difference between the skills, competencies, content knowledge and personal development demonstrated by students at two points in time.'[22] Whilst we do not currently have data that can explicitly demonstrate learning gain, we can assume that the very good rates of employment/further study and above median earnings for our graduates are proxy indicators of learning gain. Moreover, our engagement with learning analytics through the JISC project will provide us with a new rich source of data on the journey of students whilst they are with us.

Employability and Further Study (SO1)

BIMM Institute graduation rates (the percentage of final year students who achieve) over the last three years increased from 86.9% for 2015/16, to 89.2% in 2016/17 but fell slightly by two percentage points to 84.9% in 2017/18.[23] The average overall pass rate has increased from 75% 2013/14 to 85% in 2014/15 and 2015/16, at course level pass rates are in a range between 69% and 100% with more than half of our courses recording pass rates above 90%.[24] Our latest TEF4 Employment and Further Study metric is 94.6% (against a benchmark of 92.4%): an improvement of 2.6 percentage points from TEF3 and 6.5 percentage points or 7.11% over the three year period. and our Highly Skilled Employment or Further Study metric is 72.2% (against a benchmark of 64.5%) an improvement of 6.5 percentage points against TEF3 and an improvement of 13.7 percentage points or 20.54% over the three year period.

Our supplementary LEO data show that the sustained employment or further study metric has improved by 7 percentage points or 8.54% over the last 2 years and we now exceed benchmark by 7.3 percentage points or 8.99%. It is worth noting that this includes 82.6% of IMD Q1&Q2 students. The data for above median earnings, or further study metric has also improved over the same period increasing by 49.6 percentage points or 212.61%. It is worth noting that 56.9 % of POLAR Q1&Q2 students are included in this metric and 55.9% of IMD Q1&2.

Employability and Transferrable Skills (SO2)

The transferable nature of the skills developed during a course in the creative arts means that our alumni are equipped to enter a wide cross-section of roles across the creative industries. Careers education, information and guidance is available to all students, starting with Open Days and the BIMM Institute website and prospectus, and continuing through career-planning tutorials, masterclasses, in-class guests and Work-Based Learning/placements/internships. Furthermore, College-based Careers and Industry Hubs host events and activities with the emphasis on work-based learning and career development and provide a wide range of employability events to students including: CV reviews, mock interviews with industry professionals, small group seminars with creative arts companies; House Band auditions, Artiste & Repertoire demo drops, student label meetings, 'Meet the Experts' panels, Digital Futures sessions, Careers Fairs, journalism workshops and intern networking events. Our approach to preparing our students for the industry is noted as a major strength of our provision in our 2016 QAA HER report:

> BIMM Limited has well-organised and effective arrangements for developing and enhancing student employability. Several factors contributed to this. Teaching staff have current experience of the music and creative industries which they are able to use in teaching. The Industry Advisory Panels held at each college formalise the extensive links with the music industry. The Careers Service is proactive and well-used by students. BIMM provides an extensive and varied programme of work-based learning supported by clear documentation for students, staff and employers.

[22] HEFCE 2015.
[23] BIMM Institute KPI Reporting 2018.
[24] QAA Data returns 2017 and 2018.

In addition to the transferable skills and knowledge provided by our curriculum we also continue to provide and increase the number of work placements we provide for students: 983 in 2017-18 compared with 787 in 2016/17.[25] Students often secure work after graduation having been on placement or through our own gradate employment service. Examples include: BIMM Institute Brighton student Anna Nilsson who secured a paid graduate internship for the Creative Artists Agency upon graduation in 2018 and is now full time with the agency; BIMM Institute Bristol Student Millie Donaghue who upon graduating in 2016 secured a job as a Public Relations Assistant at Infectious PR; Sophie Cade who studied Music Business at BIMM Institute Manchester and established and ran the successful Warrington Music Festival: *Friars Live* and co-founded the publishing company *Black Cacti* during her course, and is now Programme Co-ordinator and Venue Administrator at the award winning Bury venue *The Met* and BIMM Institute Manchester's Via Culpan who volunteered at a number of venues and festivals whilst studying with us, and secured a job as Events Co-ordinator at GoTo Live following his graduation in 2018.

Moreover, we understand that building and maintaining a solid network of contacts and collaborators is key to sustaining a career in the creative industries and we have sought to enhance our services for our students and alumni with the launch of *BIMM Connect*. *BIMM Connect* is a social networking platform, originally developed as an alumni relations tool that has a current subscription base of over 5,626 verified users from across our student, alumni and staff community. *BIMM Connect* currently provides 215 careers resources and has 70 job vacancies posted on it at the time of writing. Aside from linking users to creative and collaborative opportunities, this free service delivers a range of valuable tools and resources to help students achieve their career goals. Each college careers team maintains the up-to-date jobs board, CV advice, personal career mentors, networking events, careers hubs and support for interviews and job applications on *BIMM Connect*. *BIMM Connect* is currently available via the web, but will be made available via a mobile application during 2019 at which point we will also begin to offer a bespoke alumnus mentoring service to students.

Another example in this area is BIMM Institute's partnership Alive Network, the UK's largest live entertainment agency for weddings, corporate events & parties and tailored entertainment, which provides numerous opportunities for performance students to take paid employment through the agency. Our Commercial Performance Programme also promotes opportunities for paid work (advertised via *BIMM Connect*). As part of this programme BIMM Institute tutors mentor students through the process of producing industry standard photography, show reels and support them to prepare for auditions and showcases. Originally piloted in Brighton in 2015, the programme has now expanded to London and Bristol and will be launched in Manchester and Birmingham in 2019.

Positive Outcomes for all (SO3)

BIMM Limited is committed to improving equality of opportunity for all in terms of access to and participation in the HE courses it provides. In 2015/16, we produced our first Access and Participation Statement as part of our initial engagement with the Teaching Excellence Framework (now the Teaching Excellence and Student Outcomes Framework) which includes the following statement:

> BIMM Limited is committed to promoting equal opportunities for all applicants, and all students, and we actively seek to recruit a diverse student body that is reflective of the wider community. We believe that a diverse student body provides for a creative and dynamic community and this is in line with the ethos and mission of the BIMM Institute. No student will be excluded from entry to any course as a result of discrimination on the grounds of age, race, colour, nationality, ethnic origin, gender or sexual orientation, mental status, disability, religion or belief. BIMM Limited operates within the guidelines of the Equality Act 2010.

At the same time, we identified four key areas of focus for our access and participation activities to: [1]increase the number of female students enrolling on our courses; [2]increase the number of BME students enrolling on our courses; [3]enhance the levels of support, both financial and advisory, available to students who declare a disability and students from lower socio-economic backgrounds; [4]enhance the levels of

[25] Careers and Employability Data Unit-e 2018.

academic support provided to students from non- traditional educational backgrounds and/or with lower entry qualifications as part of a 'transition to Higher Education' programme offered throughout Year One.

Our data capture and monitoring processes have been evolving since 2015/16. Up to this point, we have focused our analysis and action planning at the course level in each college as part of the annual course monitoring process. The analysis of access and participation rates is a priority area for development during 2018/19 in advance of our Access and Participation Plan coming in to force.

Our current TEF metrics (2017-18) show the following:

- 100% of our students are full time and studying for their first degree;
- 95% of our students are studying for a music degree (a 2% point decrease on the previous year) and 4% are studying a business and management degree (an increase of 1% point);
- 76% of our students are under 21 at entry (the same), 24% are over 21 (a decrease of 1% point);
- 84% of students are white (an increase of 2% points), 11% are BAME (the same) 5% are unknown (a decrease of 3% points);
- 70% of students are male (a 1% point decrease) and 30% female (an increase of 1% point);
- 16% of students are disabled (an increase of 1% point);
- 86% of students are from the UK (same as TEF3), 11% are from the rest of the EU (the same) and 3% international (the same)
- 29% of our students are from POLAR 1&2 (the same) and 34% of our students are from IMD 1&2 (and increase of 1% point in IMD 1).

Overall, we believe that our current performance demonstrates medium to high access and participation in the priority groups but with low access of female students.

Conclusion

Although this submission recognises the challenges we continue to face in terms of student satisfaction and continuation we also believe that it demonstrates an institutional ethos that is built upon a genuine belief in improving and enhancing the learning opportunities and support we provide to our students. This ethos and the work we have engaged with to enhance learning and teaching and increase student satisfaction has led to demonstrable improvements across a range of measures. The stated aim of the TEF is to 'sharpen the sector's focus on teaching and outcomes that matter to students' and it is clear from this submission and the evidence that supports it that we have engaged fully and effectively with that aim. Moreover, we are highly successful in terms of ensuring employability for our graduates, in a field where this is notoriously difficult to achieve and whilst we still have much to do to ensure that more students complete their course and are satisfied with their experience we are moving these metrics consistently in the right direction. Calculating an initial hypothesis based on our TEF4 data would place us in the bronze category, however, we believe that our metrics also provide convincing evidence of improving student satisfaction and continuation rates and this should be recognised alongside our notable and sustained success in substantially improving the employment outcomes of our graduates.